

#9992

TEENAGERS AND GANGS: A LETHAL COMBINATION

FILMS FOR THE HUMANITIES & SCIENCES, 2000
Grade Level: 7-12
26 mins.

DESCRIPTION

A police officer, counselors, and former gang members provide different insights into gangs, their appeal and influence. Discussions include who joins gangs and why, what gangs do, how to get out, and alternatives to gang life. Personal experiences are shared. NOTE: Profanity in the audio has been censored.

ACADEMIC STANDARDS

Subject Area: Health

- Standard: Knows environmental and external factors that affect individual and community health
 - ◆ Benchmark: Understands how peer relationships affect health (e.g., name calling, prejudice, exclusiveness, discrimination, risk-taking behaviors) (See INSTRUCTIONAL GOALS 3.)

Subject Area: Behavioral Studies

- Standard: Understands various meanings of social group, general implications of group membership, and different ways that groups function
 - ◆ Benchmark: Understands that "social group" has many meanings (e.g., any set of people who regularly spend time together for any reason; groups classified according to region or occupation such as Southerners or blue-collar workers; groups that people formally and deliberately join or are assigned to such as sororities, military units, scouts, street gangs, or the Shriners) (See INSTRUCTIONAL GOALS 1.)
 - ◆ Benchmark: Understands that joining a group often has personal advantages (e.g., companionship, sense of identity, recognition by others inside and outside the group) (See INSTRUCTIONAL GOALS 1.)
 - ◆ Benchmark: Understands that group identity may create a feeling of superiority, which increases group cohesion, but may also occasion hostility toward and/or from other groups (See INSTRUCTIONAL GOALS 1 and 3.)

INSTRUCTIONAL GOALS

1. To define what gangs are and why young people join them.
2. To describe the activities of gangs and gang members.
3. To examine the short- and long-term effects of being associated with gangs.
4. To identify some myths about gang life.
5. To present ways to get out of a gang and alternatives to gang life.

BACKGROUND INFORMATION

There is an alarming rise in inner city gang activity and recruitment, and recent reports show that it is spreading widely into rural and suburban areas. Many of our young people throughout the country are being exposed to and lured into a world of violence, drugs, and destruction. This is a program that will dispel the myths of gangs and will offer the truth behind the broken promises, as well as offer young people alternatives.

VOCABULARY

- | | |
|------------------------|--------------------|
| 1. alternatives | 9. mentor |
| 2. belonging | 10. myths |
| 3. betrayed | 11. peer mediation |
| 4. consequences | 12. recruit |
| 5. distance themselves | 13. retaliatory |
| 6. gang member | 14. stereotype |
| 7. intimidate | 15. territory |
| 8. loyalty | 16. violence |

BEFORE SHOWING

1. Discuss various aspects of gangs. Consider:
 - a. What is a gang?
 - b. Why do people join gangs?
 - c. What do gangs do?
 - d. What are the effects of being in a gang on a gang member? On their family? On the community?
 - e. What are some alternatives to gang life?
2. Discuss why it may be important for young people to learn about gangs.

AFTER SHOWING

Discussion Items and Questions

1. What is the definition of a gang?
2. Why should young people learn about gangs?
3. Identify reasons why young people join gangs. Review the reasons each of the former gang members gave for joining a gang.
4. What are the activities of gangs? Why do gangs use violence? Why do gang members sell drugs and guns?
5. What effects do gangs have on the communities that they live in?

C a p t i o n e d M e d i a P r o g r a m

6. What are some of the promises made by gangs during recruitment? Do they keep their promises?
7. Why shouldn't young people join a gang? What happens to people who are in a gang?
8. Why are the myths behind gangs dangerous?
9. Discuss the process for getting out of a gang. Review how each of the ex-gang members in the video got out of their gang.
10. What are some alternatives to gang life?

Applications and Activities

1. Create a list of community, mentoring, and teen centers. Contact the centers to obtain activity schedules, programs, and meetings. Post the information on a bulletin board.
2. Design antigang posters. Each poster should communicate a "gang prevention" message or display information from the video. Construct a display of the posters.
3. Analyze the lyrics to rap, hip-hop, and other kinds of songs that focus on gangs, crime, and related issues. Do the lyrics promote or discourage gang activities?
4. Brainstorm a list of words related to gangs and gang membership. Create poems using the words. Share the poems with the class.
5. Make a video documentary about local gang activity and the law enforcement response. Include photographs, statistics, interviews, and other information.
6. Create an individual resource list of people who might serve as mentors and role models in positive activities.
 - a. Each student writes the names of adults in their life and then circles the names of those that they feel they can share their feelings with openly.
 - b. Each student then makes a list of their recreational interests, what they like to do, and who they would like to do it with.
 - c. Encourage the students to confide in their chosen adults when they have problems or concerns and to do activities with them to build a solid trust and bond.
7. Visit a local law enforcement agency to interview officers about problems and programs concerning gang activity in the local community.

CMP RELATED RESOURCES

- [Deaf Mosaic #609 #7931](#)
- [Deaf Mosaic #611 #7932](#)
- [The Teen Files Flipped: Gang Member/Law Enforcement #9917](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **NATIONAL YOUTH VIOLENCE PREVENTION RESOURCE CENTER**



<http://www.safeyouth.org/scripts/index.asp>

This site is a gateway to resources for professionals, parents, youth, and individuals working to prevent and end violence committed by and against young people. The educator’s page includes articles about school violence, gangs, the role of educators, programs for prevention, and more.

- **GANG RESISTANCE EDUCATION AND TRAINING**

<http://www.atf.gov/great/index.htm>

G.R.E.A.T. is a school-based, life-skills competency program taught by uniformed police officers. This site includes the curriculum, lessons, philosophy, history, and a listing of certified G.R.E.A.T. instructors by state.



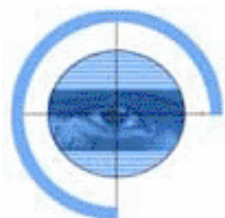
- **THE CORONER’S REPORT**

<http://www.gangwar.com>

This site on gang intervention and prevention by Steve Nawojczyk includes tips for parents/teachers, history and identification of street gangs, recommended books/videos, and links to other sites.

- **GANGS OR US**

<http://www.gangsorus.com/>



The goal of this site is to provide the assistance and knowledge necessary to determine if street gangs or prison gangs are present in your area. It has 58 pages with over 900 external links.